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ABSTRACT

The document describes a workshop designed to provide participants with information, competencies, and skills pertaining to working with adult learners. Eleven persons from central and western Nebraska participated. The workshop's program included participants' self-appraisal of their competencies and their involvement in talk sessions and small group work sessions. Workshop requirements included developing a plan and evaluation scheme for an adult education program and a workshop project (such as planning, implementing, and evaluating a program, course, or conference; evaluating an existing program; or keeping a log of readings in periodic literature related to a specific aspect of adult education). Three resource persons conducted special sessions on basic educational media, values clarification, and methods and materials. Participants evaluated the workshop individaully on special forms and in small groups in open-ended sessions. The report includes a brief description of the program and participants, a five-page glossary of terms, a one-page bibliography, the conference schedule, a six-page outline of the workshop's rationale and requirements, and the participant evaluation of the conference. Appendices (12 pages) provide a participant list, a self-evaluation form, learning activity guidelines, project suggestions, and a basic educational media workshop worksheet. (JR)

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ED117366

ADULT EDUCATION TEACHER WORKSHOP

JUNE 16 – JUNE 27, 1975

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

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A WORKSHOP HELD IN COOPERATION WITH THE NEBRASKA DEPARTMENT OF EDUCATION, ADULT AND COMMUNITY EDUCATION SECTION, LINCOLN, NEBRASKA.

ADULT EDUCATION TEACHER WORKSHOP

June 16 - June 27, 1975

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

UNIVERSITY OF NEBRASKA

Lincoln, Nebraska

A workshop held in cooperation with the Nebraska Department of Education, Adult and Community Education Section, Lincoln, Nebraska.

Foreward

This publication is a report of the adult education teacher workshop conducted by the Adult and Continuing Education Department of the University of Nebraska and sponsored by the Nebraska State Department of Education, Adult and Community Education Section. The workshop was developed to serve the continuing education needs of educators living in the western part of the state. Nebraska Western College--Mr. John Lewis, Director of Adult and Community Education--hosted the workshop.

The purpose of the workshop was to provide participants with new information, competencies and skills pertaining to working with the adult learner. Participants assumed a major responsibility during the workshop by active involvement in talk sessions and small group work, by actively creating materials during the mini-work sessions and by helping each other solve a variety of problems.

The workshop could not have been possible without the able assistance of many people. Special thanks are due to Dr. Len Hill, Adult and Community Education Director for the State of Nebraska, for his guidance and support. Dr. Wes Meierhenry, Chairman, Department of Adult and Continuing Education, University of Nebraska, Dr. Earl Green, Head of Class Programs, University Extension Division and Mr. John Lewis, Director, Community Education, Nebraska Western College all provided very valuable advice, coordination and support. Indeed, the lovely facilities and cooperative staff of Nebraska Western College added a valuable dimension to the workshop. In addition, the workshop's three consultants, Leora Horning, Jerry Boyce, and Chuck Dull with special assistance from Becky Sauder were critical to the success of the workshop. Last, but not least, a thanks to the workshop participants is given for their active contributions of experience, creativity, and cooperation.

Roger Hiemstra
Workshop Director

October 1, 1975
Lincoln, Nebraska

TABLE OF CONTENTS

Introduction 1
Purpose. 2
Participants 3
Program. 4
Workshop Requirements 17
Resource People 17
Evaluation 21
Appendix A 23
Appendix B 30
Appendix C 34
Appendix D 35
Appendix E 37
Appendix F 41

Introduction

Most educators will agree that education is a lifelong process rather than a function undertaken only during one's youth; consequently, the role of adult education has become a very important one in our society. A role that promises to increase in importance over time, especially as more and more individuals face the prospect of several jobs or careers in one's lifetime.

Adult Basic Education (hereinafter referred to as ABE) literature repeatedly proclaims the awesome statistics of the percentage of adults who have not received a high school certificate of graduation. In Nebraska, for example, the figure is near the 50% level. While a certificate is not a guarantee of a job offer, the correlation of job security (obtaining a job, on-the-job promotion, job tenure and salary earned) with the amount of education achieved has received consistent support through sociological and educational research.

The teacher within the ABE classroom, while cognizant of these statistics and facts, is also aware that social and psychological forces impinge upon and too often defeat the undereducated adult in spite of an ABE teacher's educational expertise. Adult Basic Education is designed to educate "adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability . . . ." The Title III Adult Education Act of 1966 further states, as does Section 303 of the 1970 Amendment, that the term "adult basic education" means adult education. "...which is designed to help eliminate such inability and raise the level of education of such individuals with a view of making them less likely to become dependent upon others, to improving their ability to benefit from occupational training and otherwise

increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities."

Concerns of this nature have prompted the Federal Government to enact legislation that provides funds for adult education. These have included training programs for teachers, counselors, administrators and other leaders who are charged with the task of providing educational opportunities for the large group of undereducated adults and other adults desiring more education found in our population.

Adult Basic Education is therefore described in Section 302. of the 1970 Amended Law as an instructional program "that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive and responsible citizens." The ABE classroom, then, is intended to help the adult--through educational procedures--to achieve success (perhaps for the first time) as an employable, productive and responsible citizen. The scope of this task is much beyond the traditional concept of the classroom; the intent of the federal legislation is asking the adult basic education teacher to motivate an undereducated adult not only to learn the customary knowledge, but to also glean from new found insights the adult goals of job security and responsible citizenship.

Consequently, the State Department of Education and the University of Nebraska have undertaken the obligation to provide training for those teachers in the State of Nebraska who are working in some capacity with adults. Thus, the workshop to be described herein was developed to assist Adult Education teachers in the state.

Purpose

The purpose of this workshop was to increase the competencies and skills

of the teacher of adult learners. The following are a list of goals developed in conjunction with this stated purpose:

1. To increase the competencies of adult education teachers.
2. To provide the adult education teacher with additional understandings of the adult student.
3. To increase the teacher's understandings of the disadvantaged adult.
4. To provide the adult education teacher with exposure to a variety of techniques, materials and media useful in education.
5. To provide the adult education teacher the ability to assess adult needs, interests, and problems.
6. To upgrade the adult education teacher's ability to plan and evaluate educational programs.
7. To provide the adult education teacher with basic understanding of the concepts related to andragogy.
8. To increase the adult education teacher's awareness of the adult education profession.

Additional objectives pertaining to specific learning activities are included on description sheets shown later in this report. Specific objectives developed by each student were utilized by them in the development of their workshop materials and in the meeting of workshop requirements that they helped to set.

Participants

Eleven people from central and western Nebraska participated in the workshop. This included eight women and three men. Six of the students are currently working in adult education and the other five plan to work as adult education teachers in the very near future. The tremendous variety of backgrounds, experience, and educational needs greatly contributed to the learning environment. Appendix A lists the names of the workshop participants.

Table 1 depicts some of the biographical/demographical information relating to the workshop. Note that there was quite a spread in both the age and level

TABLE 1

BIOGRAPHICAL INFORMATION ON THE PARTICIPANTS

OF THE 1975 WORKSHOP

Category	No.	Per Cent	Accumulative Per Cent
SEX:			
Male	3	27.27	27.27
Female	8	72.72	100.00
	11		
AGE:			
20-29	4	36.36	36.36
30-39	1	9.09	45.45
40-49	4	36.36	81.81
50 and older	2	18.18	100.00
	11		
LEVEL OF COMPLETED EDUCATION:			
Less than Bachelors	1	9.09	9.09
Bachelors	6	54.54	63.63
Masters and beyond	4	36.36	100.00
	11		
WORK EXPERIENCE IN ADULT EDUCATION			
Teacher	3	27.27	27.27
Administrator	2	18.18	45.45
Other	1	9.09	54.54
None	5	45.45	100.00
	11		

of continuing education categories. In addition, work experience in adult education was quite varied given the fact that five of the participants had never formally worked in an adult education program. The following are some of the types of experiences participants brought to the workshop: public school teacher, program planner, librarian, adult basic education teacher, learning resource center coordinator, public school teacher and counselor, vocational teacher, public school teacher and adult basic education teacher, administration and in-service training coordinator.

Perhaps the sharing back and forth among the participants about their experiences, the problems they perceive relating to adult education, and the approaches they utilize in working with others was one of the greatest benefits derived during the workshop.

The Program

The workshop was designed to improve competencies of each participant in relation to the various goals described earlier. Each participant completed a self-diagnostic form which allowed him or her to make a self-appraisal of competencies and to utilize that information in determining their own personal goals during the workshop. (See Appendix B.)

Participants were asked to identify any additional needs as they emerged during the workshop and were helped to find various ways of meeting these needs. In response to their requests, various video tapes, films and other resource materials were made available to them. These supplemental materials were in heavy use throughout the workshop.

The workshop included some early discussion relative to the assumptions and processes inherent in the teaching/learning process known as Andragogy. Figure 1 shows these elements.

Figure 1.

ASSUMPTIONS AND PROCESSES OF ANDRAGOGY

(Malcolm S. Knowles, Boston University)

ASSUMPTIONS		PROCESS ELEMENTS	
Self-Concept	Increasing self-directiveness	Climate	Mutuality Respectful Collaborative Informal
Experience	Learners are a rich resource for learning	Planning	Mechanism for mutual planning
Readiness	Developmental tasks of social roles	Diagnosis of needs	Mutual self-diagnosis
Time perspective	Immediacy of application	Formulation of objectives	Mutual negotiation
Orientation to learning	Problem centered	Design	Sequenced in terms of readiness --- Problem units
		Activities	Experiential techniques (inquiry)
		Evaluation	Mutual re-diagnosis of needs --- Mutual measurement of program

In other words, the assumption was made that participants would be able to identify various personal and educational needs and would attempt to achieve these needs through self-directed, independent study. It was also assumed that each participant would be able to contribute to the learning environment as a resource and as a learner.

The climate of the workshop was designed to be informal and adult-oriented. The excellent resources of the Nebraska Western Community College allowed for a lot of flexibility. Such features as study carrels, a central resource library room, worktable space, discussion rooms, coffee and cookie breaks and a variety of resource materials contributed to this. In addition, a variety of individual and group discussions were held throughout the workshop. Figure 2 shows several definitions that served as a basis for a variety of discussions.

During class sessions, questions and comments were encouraged. There was also a free interchange of ideas and opinions, some of which led to very interesting group discussions. Consequently, in spite of the varying backgrounds and interests of the group, there developed an apparent spirit of enthusiasm.

Figure 3 shows the two-week schedule of activities which included in-class presentations, small group discussions, and the use of outside resource people. Although the two weeks were busy ones, it is felt that the workshop participants had ample time for group social activities as well as time for reflection on each day's happenings.

One feature of the workshop that received good support was the daily talk time. The purpose of the talk time sessions was to facilitate participants in raising and discussing a variety of problems and issues of concern to them as adult educators. The topics discussed ranged from an examination of practical problems such as "How do I retain students", to philosophical issues such as "Is there even a need for adult educators?" It was felt that the talk time sessions did promote a great deal of thought, discussion, and understanding.

FIGURE 2
GLOSSARY OF TERMS

Accountability:

Responsibility for a specified performance outcome, result. (Gideon, III-47)

Activity:

A sequence of progressive tasks that provide systematic experiences to achieve learning. (Verner, 1964, 32)

Adult:

A person who has come into that stage of life in which he has assumed responsibility for himself and usually for others, and who has concomitantly accepted a functionally productive role in his community. (Verner, 1964, 29)

Adult Education:

The action of an external educational agent in purposely ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction. (Verner, 3)

Advisory Council:

A group of persons created to give advice on a particular project, program or organization. (Gideon, III-48)

Agency:

(1) An institution or group, formal or informal in structure, formed and operating to alleviate and to serve specific needs of individual in a neighborhood, community or city; (2) a group of dedicated persons identified with a specific area of services. (Gideon, III-48)

Change:

Willingness to experiment and try new things and to do new and different things. (Beal, 455) [behavioral change, planned change]

Change Agent:

Any individual or group who performs purposeful educative activity designed to influence change in a practical situation. (Legans 10) [teacher, instructor, leader, facilitator, planner]

Clientele:

That specific sub-group of the general population for which an institution, agency, or professional practitioner has a special

Community Action:

Action oriented to or influenced by members of a community. (Gideon, 111-51)

Community Development:

Educational efforts with individuals and groups for the purpose of improving the material, social and aesthetic aspects of the life of the people living in a clearly defined geographical area.

Constraints:

Limits beyond which the change agent cannot go, physical, political, economic or institutional.

Content:

Sensory impressions the learner receives and cognitively organizes in the experience. (Bergevin, et al, 271)

Course:

A planned sequence of educational activities leading to the acquisition of a skill, a body of knowledge, or the development of attitudes usually over a predetermined period of time. (Gideon, 111-54) [class, discussion group, program]

Criterion:

A standard on which a judgment or decision may be based. (Websters, Seventh Collegiate) [indice, noun]

Decision Making:

Connotes a conscious and deliberate choice of one alternative from among two or more possible alternatives. (Campbell, 275) [problem solving]

Evaluation:

The systematic process of judging the worth, desirability, effectiveness or adequacy of something according to definite criteria and purposes. (Harris, 95)

Facilitator:

An individual who, like a catalyst, makes particular action possible by his presence and his know-how. (Gideon, 111-57)

Goal:

Something toward which effort is directed; an aim or end of action; an objective. (Gideon, 111-59)

Innovator:

One who applies these findings (principles) that already have had a

successful in other systems. It implies rationale change and critical evaluation. (Brine, 9)

Integration:

Securing an overall perspective of educational experience and total experience by the participant. (London, 73)

Learning:

The acquisition of knowledge, attitudes and skills in information and the mastery of that intellectual behavior which facts, ideas, or concepts are manipulated, related, and made available for use. (Verner, 1964, 30)

A change in human disposition or capability, which can be retained, and which is not simply ascribed to the process of growth. (Gagne, 5)

Method:

The relationship established by the institution with a potential body of participants for the purpose of systematically diffusing knowledge among a prescribed but not necessarily fully identified public. (Verner 9)

Needs:

The gap between some conception of a desirable norm and actual status, or the gap between what is and what should be. (Tyler, 6)

Felt Need:

(1) The desire to improve a specific area or areas which the individual feels must be developed as opposed to the determination of need by external objective means.

(2) A reaction to a lack of information in a given area or on a particular subject.

(3) A need to participate in educational pursuits that will satisy because of the information and knowledge learned. (Gideon, 111-58)

Real Need:

The actual existence in an organization of the requirement for, as examples, survival, growth, reproduction, health and social acceptance. (Gideon, 111-68)

Unfelt Need:

A gap or inbalance which exists between a present situation (or variable) and a more desired situation, and which is not recognized by an individual, group or community. (Gideon, 111-72)

Objective:

The description of a desired outcome of a course (program). (Mager, 6) [behavioral, terminal, informational, program]

Participant:

A person who takes an active part in an educational activity [program]. (gideon, 111-60) [also learner, student, client]

Planning Process:

An activity carried out over a period of time whose objective is to produce an organized and rational system for achieving defined goals. (Gideon, 111-67)

Program:

The total set of procedures, methods, strategies, objectives and arrangements [and resources] which are provided in order to move a student [participant] or group of students [participants] through a series of education activities [learning experiences], all of which are designed to achieve pre-determined instructional objectives. (Gideon, 111-67) [class, course, curriculum, method]

Programs are identifiable at the community, institutional and activity levels. (Thomas, 245)

Program Development:

The growth or change in the structure, function or organization of a plan of procedure, constituting an advance in size, differentiation, complexity, integration, capacity, efficiency or degree of maturity. (Gideon, 111-68)

Registration Fee:

Charge assessed individuals or their sponsors, singly or in groups, for the right to participate in an educational experience. The fee may be nominal, covering the cost of registering the fact upon a record, or the fee may cover any part of the cost of instruction and individual maintenance, including incidentals (e.g. overhead, use of libraries and computers, parking, meals, lodging). (Gideon, 111-69)

Resource:

A factor whose characteristics appear to be of value in helping to meet needs. (For example, factors may be experts, money, a facility or equipment, sponsorship and the like). (Gideon, A-15)

Resource Person:

An individual whose experience and knowledge are of value in helping to plan, to operate efficiently, and to meet and solve problems. (Gideon, 111-69)

Sequence:

A series of successive learning experiences at increasing levels of difficulty so as to provide broader and deeper treatment. (London, 73)

Sponsor:

To lend the prestige, encouragement and, at times, the administrative organization necessary to increase the possibility of the success of the program. (Gideon, 111-70)

Systems Approach:

A set of parts coordinated to accomplish a set of goals. (Churchman, 29)

Technique:

The relationship established by the institutional agent (adult educator) to facilitate learning among a particular and precisely defined body of participants in a specific situation. (Verner, 9)

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FIGURE 3

TENTATIVE SCHEDULE

ADULT EDUCATION TEACHER TRAINING WORKSHOP

SCOTTSBLUFF, NEBRASKA

Monday-June 16

8:45-9:00	Coffee/tea
9:00-11:30	Registration Getting acquainted Workshop overview Explanation of resources
1:30-2:30	Andragogy - - video tape and discussion
2:30-3:15	Program Planning Model
3:15-3:30	Coffee/tea
3:30-4:00	Reviewing the workshop resources

Tuesday-June 17

8:45-9:00	Coffee/tea
9:00-10:30	Goal Analysis Technique
10:30-11:30	Behavioral Objective -- an overview
1:30-3:00	"Planning" to "Evaluation" -- a necessary continuum
3:00-3:15	Coffee/tea
3:15-3:55	Talk time
3:55-4:00	Feedback

Wednesday-June 18

8:45-9:00	Coffee/tea
9:00-11:30	The Adult Learner -- What is different?
1:30-2:30	Adult Education in Nebraska -- an overview
2:30-3:00	An individual needs assessment activity
3:00-3:15	Coffee/tea
3:15-3:55	Talk time
3:55-4:00	Feedback

Thursday, June 19

8:45-9:00	Coffee/tea
9:00-11:30	Professor Leora Horning--Guest Resource Person "Methods and Materials Selection in Adult Education"
1:30-3:00	Professor Horning (continued)
3:00-3:15	Coffee/tea
3:15-3:55	Talk time
3:55-4:00	Feedback

Friday, June 20

8:45-9:00	Coffee/tea
9:00-11:30	Professor Horning (Continued)
1:30-3:00	Professor Horning (Continued)
3:00-3:15	Coffee/tea
3:15-3:55	Catch up time, personal reflections, individual discussions
3:55-4:00	Feedback

Monday, June 23

8:45-9:00	Coffee/tea
9:00-11:30	Mr. Jerry Boyce--Guest Resource Person "Utilizing Media, Technology and Photography for Education"
1:30-3:00	Mr. Jerry Boyce (Continued)
3:00-3:15	Coffee/tea
3:15-3:55	Talk time
3:55-4:00	Feedback

Tuesday, June 24

8:45-9:00	Coffee/tea
9:00-11:30	Mr. Jerry Boyce (continued)
1:30-3:00	Mr. Jerry Boyce (continued)
3:00-3:15	Coffee/tea
3:15-3:55	Catch up time, personal reflection, individual discussions
3:55-4:00	Feedback

Wednesday, June 25

8:45-9:00	Coffee-tea
9:00-10:00	An individual needs assessment activity
10:00-11:30	Mr. Chuck Dull--Guest Resource Person "Values Clarification and the Adult Education Teacher"
1:30-3:00	Mr. Chuck Dull (Continued)
3:00-3:15	Coffee/tea
3:15-3:55	Talk time
3:55-4:00	Feedback

Thursday, June 26

8:45-9:00	Coffee/tea
9:00-11:30	Further examining "evaluation"
1:30-3:00	Individual discussions, individual work, and personal reflections
3:00-3:15	Coffee/tea
3:15-3:55	Talk time
3:55-4:00	Feedback

Friday, June 27

8:45-9:00	Coffee/tea
9:00-11:30	Individual discussions and individual work
1:30-3:00	Individual work continued
3:00-3:15	Coffee/tea
3:15-4:00	Wrap-up Workshop Evaluation

Workshop Requirements

Figure 4 outlines the workshop rationale, areas for learning and the workshop requirements. Appendices C and D describe the two main requirements for the workshop.

Resource People

Following is a description of the presentations made by each of the three resource people:

Jerry Boyce - Jerry Boyce directed a two-day session on basic educational media. During this two-day session he helped participants to actually produce various basic instructional materials and to learn the operation of several pieces of audio-visual equipment. During the hands-on activities, students were required to: (1) complete fifteen skills or techniques necessary in developing such materials as transparencies, slides, film strips and mountings and (2) to learn how to operate eight pieces of audio-visual equipment commonly used in the classroom. He also conducted separate special sessions dealing with photography and video taping as students requested them.

Charles Dull - Chuck Dull presented a one-day mini-workshop on basic values clarification. His one-day workshop was des.gned to introduce the participants to the concept of values clarification and any underlying theories of the process. He placed an emphasis on the students experiencing a number of practical strategies that they could in turn use in their own settings to help others become more clear on what they believe and value. He used a variety of group techniques and processes.

Leora Horning - Leora Horning was a resource person for a two-day session on the selection of methods and materials for adult education teachers. She covered three main topics in the two days: (1) procedures to try when teaching adults, (2) skills to use for teaching, and (3) the sources of materials. She

FIGURE 4

ACE 890F-896F
490F-496F
Teacher Training
Workshop in Adult and
Continuing Education

Workshop Rationale

Teaching, program planning, administering programs, and evaluation in adult and continuing education are quite different from more formal educational programs where much of the curriculum or course of study is predetermined by the school system or state education agency. In the case of adult and continuing education, each teaching activity and program implementation usually requires individual planning, development, teaching and evaluation. Individuals working in this field need to understand how to teach, plan and evaluate within new sets of requirements and constraints for almost every program.

Individuals working in adult and continuing education need an inquiry frame of reference to understand the problems associated with the designing, conducting and evaluation of learning experiences for adults in face-to-face groups, institutional settings and in community environments. Such a frame of reference must consider the primary interests and needs of adults because these are the foundations upon which all programming procedures in adult and continuing education must be built. It is proposed, therefore, that this workshop include opportunities to examine several ideas and approaches as they relate to teaching adult learners small group program planning, community wide program development, and program administration.

Consequently, it is the general purpose of this workshop to help you become better qualified to work in the adult education field. Hopefully, you will grow in the knowledge of planning and administering effective learning activities.

It is the philosophy of the instructor that the adult student should become actively involved in the learning process; this should include active inquiry, the identification of crucial learning needs, and evaluating the process. Several kinds of techniques will be employed throughout relative to this philosophy. It is the instructor's wish, therefore, to be a manager of the learning experience, not primarily a dispenser of information.

Areas for Learning

Various learning objectives have been preplanned for the workshop because of the preparation necessary prior to an intensive two-week learning endeavor. However, opportunities will be provided for you to assess your abilities, to uncover additional learning needs, and to avail yourself of a variety of learning resources. The following are topics to be covered during the workshop. Additional topics may be addressed as they are uncovered.

The Learning Climate

Andragogy -- A Teaching/Learning Process
The Learning Atmosphere in the Classroom
Psychology of Adult Learning

The Planning Process

Needs Assessment, Goals, and Objectives
Curriculum Design, Program Planning, and Evaluation
Methods and Materials Selection
Utilizing Media and Technology

Miscellaneous

Adult Education in Nebraska
The Undereducated Adult
a) Background characteristics
b) Sociological needs
Values Clarification and the Teacher

Feedback

Feedback should be an integral part of any system. It is hoped that the instructor can provide feedback to you and that you will provide feedback to him. Feedback should reflect not only how well class objectives are being fulfilled, the effectiveness of the instructional facilitation, and the extent to which individual needs are being fulfilled but also the quality of student contribution and involvement. Consequently, one means for feedback will entail reserving the final five minutes of each daily class period for your volunteer and unsigned (unless you have a specific need) written feedback relative to questions or concerns you have, more information you need, and any evaluation you have of process or content. Additional feedback information will be welcome at any time.

Workshop Requirements

1. Participate fully in the various planned learning activities.

2. Complete those readings necessary to introduce you to adult education literature and to meet any primary informational needs that you have.

3. Assess your personal needs in a variety of ways throughout the workshop. Time during and outside of the workshop's scheduled hours will be provided for you to make use of various supplemental resources in meeting some of these uncovered needs not being met through the planned activities.

4. Learning Activity #1 * -- Develop a plan and evaluation scheme for a program whereby some adult education service or program will be added to your local community's offerings. This can be done individually or in small groups. It is assumed that you will attempt to incorporate where feasible the information obtained during the workshop.

If you are enrolled ACE 895/496 for one credit, you will need to complete the following by approximately August 1, 1975. Plans now include for the instructor to visit with you in person or by phone to discuss each project.

5. A workshop project: (one of the following)

   a. Plan, implement and evaluate some program, course, activity, meeting, conference, etc. If it is impossible to complete such a project entirely by August, partial completion may be acceptable.

   b. Make a critical evaluation of either a completed or an on-going program, course, etc.

   c. Acquaint yourself with the periodic literature, books and theories related to some specific aspect of adult teaching, administering adult education programs, or program planning evaluation by reading from various sources and developing a reading file or log.

   d. Negotiate some activity of your own choosing.

---

* Or a negotiated alternative

used a variety of supportive materials, involved the students in the actual production of a variety of materials, utilized various small group activities to reinforce her teachings, and asked that the students create their own classroom materials.

In addition to these three resource persons, Roger Hiemstra was the facilitator for learning during several workshop sessions. He presented materials, made inputs, involved the participants in a variety of group technique and led question and answer sessions on the following topics: Andragogy, program planning models, goal analysis, the use of behavioral objectives, understanding the role of evaluation, examining the adult learner, reviewing the adult education picture in Nebraska, and examining individual problems suggested by the students.

The schedule for the workshop, referenced earlier, will give the reader a better flow of events during the workshop. In addition to a variety of video tapes and films on administration, planning and teaching topics, each participant received a variety of supportive hand-out materials. The participants also received a copy of Goal Analysis by Robert Mager and An Evaluation Planner by Arden Grotelueschen, et. al. Participants were also able to make use of a variety of library books brought to the workshop. Additional library books and materials were made available through the Nebraska Western Community College library and a variety of books and materials were brought to the workshop by one of the participants, Mr. Del Ridder.

Evaluation

The workshop was conducted in such a manner that evaluation was continuo Each resource person provided an opportunity for feedback from the participan both individually and through small group discussions. The workshop coordina

received appraisals from the resource persons in regard to group response and morale. In addition, the workshop coordinator was available throughout the workshop for individual conferences and consultations. Efforts were made throughout the workshop to meet any needs not covered and to facilitate the maximum learning of all participants.

Each participant was asked to complete an evaluation form. In addition participants worked in small groups to further evaluate the workshop in an open-ended fashion. The results of these formal evaluation efforts have been tabulated and are reported in Figure 5.

The information from the evaluation forms should be self-explanatory by reading them. The numbers in parentheses represent responses from the participants. Open-ended comments are also included as they were given. In general, it is perceived that most participants gained a great deal from the workshop and that the workshop was a valuable experience for their professional growth and needs. There were also some useful suggestions made for future workshops.

The following are a series of random thoughts of an evaluation nature.

1. The talk time is perceived to have been a valuable experience for most workshop participants. It is recommended that future teacher workshops offer such a feature.

2. The very interesting and beautiful facilities of the Nebraska Western Community College added greatly to the success of the workshop.

3. A variety of library materials were made available to the participants by the coordinator, by one of the participants and through the college's library. These materials added a great deal toward the success of the workshop.

4. The smallness of the class size is reflective of the smaller population base in the western part of the state. To carry out a workshop for only eleven

FIGURE 5

Adult Education Teacher Workshop
June 16-27, 1975
Scottsbluff, Nebraska
Evaluation Form.

Instructions: The following includes several statements designed to help evaluate the workshop. Each statement requires a response based on your opinion. If you wish to add any remarks or recommendations, please use the backs of these sheets. Don't sign your name unless you so desire.

I. Following are several topics covered or techniques used during the workshop. Please circle the number on the three point scale that represents your opinion as to the frequency of use. In other words, would you have liked less, the same or more.

	Less	Same	More
1. Individual Needs Diagnosis	1 /	2(7)	3 (3)
2. Discussion of Andragogy	1(1)	2(6)	3 (1)
3. Talk time	1(1)	2(7)	3 (3)
4. The use of various consultants	1	2(8)	3 (2)
5. Library materials	1(1)	2(7)	3 (2)
6. Time for individual consultation	1	2(10)	3 (1)
7. Workshop requirements	1(1)	2(10)	3
8. Self-study resources (video, etc.)	1(1)	2(8)	3 (1)
9. Time spent on the following topics:			
a. Andragogy	1(1)	2(6)	3
b. Program planning	1	2(7)	3 (3)
c. Goal Analysis	1	2(9)	3 (2)
d. Evaluation	1	2(8)	3 (3)
e. The Adult Learner	1	2(8)	3 (3)
f. Adult Education in Nebraska	1(1)	2(7)	3 (2)
g. Methods and Materials selection	1(1)	2(6)	3 (4)
h. Utilizing various media	1(1)	2(8)	3 (2)
i. Photography	1(3)	2(5)	3 (3)
j. Television usage	1(2)	2(8)	3 (1)
k. Values clarification	1	2(7)	3 (4)

II. Following is a list of questions. Please answer each with your opinion or with a suggestion.

1. How clear were the requirements of the workshop? Were they appropriate?

Appropriate
Could have been stated more clearly
More structure needed
Appropriate requirements
Needed more project ideas
Options were appropriate
Very Clear
O.K.
Generally clear
Relatively adequate job
Not clear
I felt comfortable

Confused at first but liked the idea of doing what I felt was useful.
Clear--I felt independence.
Generally clear.

2. How well did you succeed in meeting your personal objectives for the workshop?

Not all of them
I think fine.
Quite well
Fairly well
Quite well
Quite well--I'm satisfied.
O.K.
O.K.

3. Has your philosophy and/or knowledge of adult education changed as a result of the workshop. If yes, in what ways?

Yes--I would like to adopt some AE principles in my teaching
Yes--inspired
Yes
Yes
Strengthened better understanding of planning process
Yes--like to learn more and teach more
I can better understand the AE student.
Yes--learned more about a lot.
Yes--good ideas to use and try.

III. Please evaluate the resource persons used during the workshop.

Leora Horning
Interesting material--
Needed more depth
Got a lot of ideas
Too many required things to do
Liked her
Good job
Many applicable ideas
Some material not appropriate for all adults.
Good handouts
Good
A pleasant person
Valuable ideas
Very enthusiastic
Too much material
Presented many ideas
Question some of the materials for adults.

Jerry Boyce
Very informative
I learned a lot.
Very capable
Perhaps even too concentrated
Liked the variety
Great
Very helpful

Pleasing to work with
Too much too fast
Need more
Fun
Beneficial
Needed more organization
Needed more hands-on practice
Needed more introduction in beginning
Most well organized
Too serious at times
Knows his material
I learned a lot.

Chuck Dull
Very dynamic
I'd like more.
Very dynamic and personal
Dynamic
Unclear at times
Very good
A great guy
A good program
Many ideas given
Felt at ease
Good
Stimulating
Very good
Fantastic, vivacious, fun
Helped me
An exciting person
Too short
Lots of good material
Too much too fast
Good strategies
Excellent
Good flexibility
Needed him earlier in workshop
An exciting person

IV. The following are some questions that require a selection on a five point scale. Lines are also provided if you wish to add some related comments.

1. Was the class time used so as to effectively promote learning?

Ineffectively				Effectively
1	2	3 (1)	4 (8)	5 (2)

Days seemed too short.

2. Evaluate the instructor's interest in the students, including availability for questions and consultations.

Low				High
1	2	3 (1)	4 (2)	5 (8)

3. Was the material in this workshop presented at an appropriate intellectual level?

Too simple		Appropriate		Too complicated
1	2	3 (6)	4 (4)	5 (1)

4. How would you rate the effectiveness of the instructor in the overall planning, implementation and evaluation of the workshop?

Ineffective				Effective
1	2	3 (1)	4 (4)	5 (6)

V. The following are educational goals that were established for this workshop. Please assess whether or not you feel they were accomplished for you.

1. Increase your competencies in working with adults.
   NO_____ YES 11
2. Provide you with additional understanding of the adult student.
   NO_____ YES 11
3. Increase your understanding of the disadvantaged adult student.
   NO_____ YES 11
4. Provide you with exposure to a variety of techniques, materials, and media useful in education.
   NO_____ YES 11
5. Provide you with the ability to assess adult needs, interests and problems.
   NO 3 YES 7
6. Upgrade your ability to plan, implement and evaluate educational programs.
   NO_____ YES 11
7. Provide you with a basic understanding of the concepts related to andragogy.
   NO_____ YES_____
8. Increase your awareness of the adult education profession.
   NO_____ YES 11

VI. Please list those topics that you would like to see presented in future workshops.

What happens in actual programs.
More on material selection/individualized instruction.

More on disadvantaged
Recruitment
Retainment
More practical examples
More on needs assessment
Some more on theory
More on material and methods
More background information on Adult Education.
More values clarification.

Miscellaneous Comments From Small Group Sessions.

Needed more familiarization ahead of time.
The handouts and resources were very helpful.
Much planning obviously went into the workshop.
Our awareness of the potential of adult education was increased.
Lots of freedom and open class.
Facilitator was concerned for us.
Many new ideas.
Perhaps too much group work.
Workshop was relaxing as well as productive.
Inspired to teach adults.
I have more insight into self.
Purpose of the workshop was not made clear ahead of time.
Promotion of workshop was weak.

people is on the one hand an expensive venture; however, on the other hand, one must look at the advantages of a small class, of the value of serving the people in the western part of the state, and the fact that several people were introduced to adult education who had not previously had experience with it.

In conclusion, it is suggested that the workshop was a success and well worth the money and time invested in it. It is hoped that additional workshops can be planned for the central and western parts of the state to meet the needs of the people residing there. It is felt that workshops of this nature will make an impact on adult education in the State of Nebraska.

APPENDIX A

ADULT EDUCATION TEACHER WORKSHOP

June 16 - June 27, 1975

Scottsbluff, Nebraska

List of Participants

Del Ridder, Center for Vocational Education, Kearney State College, Kearney, Nebraska, 68847

LaVae Fenimore, 2215 Third Avenue, Scottsbluff, Nebraska, 69361

Mereta Duncan, Box 14, Danbury, Nebraska, 69026

Kay Lewis, 3709 Skyline Drive, Scottsbluff, Nebraska 69361

Mary Kuhnel, Route 1, Box 125, Chadron, Nebraska, 69337

Ken McGinness, Box 403, Bridgeport, Nebraska, 69336

Wanda Mindt, Box 304, Binkleman, Nebraska, 69021

Lester Weber, 3711 Avenue D, Kearney, Nebraska, 68847

Lynell Stillwell, Route 1, Mitchell, Nebraska, 69357

Kathy Pramstaller, 915 East Overland, Scottsbluff, Nebraska, 69361

Susan Emrich, 2222 Avenue A, Scottsbluff, Nebraska, 69361

APPENDIX B

Diagnostic Form for Individual Planning

Name_____

This form is designed to assist each participant to assess his or her level of competence related to a variety of areas. Not all areas will relate to your job or personal expectations; however, they all are included to give you an idea of the adult education field's domain. This information should help you to plan some learning experiences that will build on and supplement current strengths, so as to develop as efficiently as possible many of the professional competencies that are required to work effectively in adult education agencies and programs.

For each area of competence, please check the most relevant column indicating a self-rating. Then in the comments column make some notes for yourself concerning the most relevant past experiences that have developed the extent of current competency and/or the proposed future experiences required or desired to further develop competence. It is assumed that each area of competence includes both acquired knowledge and the relation of that knowledge to professional or scholarly practice. To assist in the decision regarding which column to check for each area of competence the information that is being sought in each of the four columns is indicated below.

DK - If you are uncertain regarding the relation between the listed area of competence and your current level of competence and you would like or need to explore this relation further through discussion, reading, etc.

LO - If your current competence related to the listed area is especially low, but could be raised toward a desired level through specific learning experiences. (Could you suggest any?)

MD - If your past experience as noted has provided part of the desired competence and some learning experiences would develop the remainder. (Could you recommend the experience?)

HI - If your past learning experiences as noted have substantially developed the listed area of competence.

DOMAINS OF KNOWLEDGE	Self Rating of Competence				COMMENTS
	DK	LO	MD	HI	
A. OVERVIEW OF ADULT EDUCATION					
1. General familiarity with various types of adult education programs and agencies, and the scope of the field.					
2. Familiarity with procedures and materials to locate adult education literature and research reports.					
B. HUMANISTIC BACKGROUNDS					
3. Ability to identify and analyze individual, agency and community issues related to goals and philosophy of adult education.					
4. Understanding of interrelationships between adult education and the remainder of education.					
C. SCIENTIFIC BACKGROUND					
5. Understanding of communication theory, social change, innovation and conflict resolutions.					
6. Understanding of organizational behavior, role theory, leadership, administrative theory, and human relations.					
D. SPONSORS OF ADULT EDUCATION					
7. Detailed understanding of and experience with some adult education units of educational institutions such as colleges, schools, libraries.					
8. Familiarity with at least one type of separate adult education organization not part of a parent institution. (YMCA, Cooperative Extension, etc.)					

DOMAINS OF KNOWLEDGE Competencies	Self Rating of Competence DK	LO	MO	HI	COMMENTS
E. AGENCY ADMINISTRATION					
9. Ability to work with others in the identification and selection of priority agency goals.					
10. Ability to develop effective procedures for the recruitment, selection, orientation and supervision of agency staff.					
11. Ability to conduct need appraisal and clientele analysis to help set agency goals.					
12. Ability to apply basic concepts related to agency finance and facilities, to help achieve program objectives.					
13. Skill in planning and executing effective administrative decision making strategies.					
F. PROGRAM DEVELOPMENT					
14. Ability to identify and select program objectives in relation to program planning.					
15. Ability to bring together appropriate individuals for advisory purposes.					
16. Ability to design and conduct effective learning activities in various settings.					
17. Ability to utilize a sequence of steps in planning and operating a program.					
18. Ability to plan and conduct effective evaluation procedures for program improvement.					

DOMAINS OF KNOWLEDGE	Self Rating of Competence				COMMENTS
	DK	LO	MD	HI	
G. MISCELLANEOUS ACTIVITIES					
19. Methods and Material Selection and uses teaching methods, materials, and resources that are appropriate in terms of the needs and abilities of the individual learners.					
20. Learner Facilitation - Helps adults to actively set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.					
21. Sequencing - Arranges learning experiences so that the learners can integrate theory and practice.					
22. Conditions for learning - Has an understanding of the conditions under which adults are most likely to learn.					
23. Group processes - Is an effective group leader; understands group processes.					
24. Adult Participation - Has an understanding of what motivates adults to participate in programs.					
25. Community Study - Has an understanding of the structure of the community, its organization and groupings.					
26. Promotion and Publicity - Can use the techniques of promotion and publicity effectively.					

APPENDIX C

Learning Activity #1

I. Preparation

1. View the video tape "The Educative Community" and/or read Chapters I, II and III in The Educative Community, authored by Roger Hiemstra.

2. Activate the educative community by developing a plan whereby some agency or organization might add some element of adult education to their service to people. The following are steps you might follow:

   a. Determine a specific adult education need that could be fulfilled.

   b. Develop a plan on what some agency could do.

   c. Implement (back home).

   d. Evaluate (back home).

II. Presentation

1. Prepare and hand in a 2-10 page report on your plans.

2. Distribute a summary report (1-2 pages) of your efforts to your fellow classmates, if possible during the workshop.

III. Educational Goals for the Activity.

1. That you will gain understanding regarding the potential of adult education (plus an understanding of the problems and rewards connected with introducing new ideas). Evidence of the gained knowledge will be obtained through the written report.

2. That you will gain experience in planning, implementing and evaluating some activity.

3. That you will attempt to integrate some of the information obtained during the workshop into an actual plan and program.

IV. Miscellaneous

1. Grading on the activity will be pass/incomplete.

2. Two or more people may (and are encouraged to) work together on this activity, but the quantity and quality of reported information should reflect this fact.

APPENDIX D

ADULT EDUCATION TEACHER WORKSHOP

Requirement Number Five

Purpose

The purpose of the project is to help you organize the information and knowledge gained during the workshop in some manner that will benefit the people you will be working with.

Expectations

Please be prepared to turn in by Friday, June 27, one copy of the project plan. You should keep a copy for yourself. Please type or write legibly, double spaced, a 3-10 page report of the project that you plan (see the options described below). This report should include your purpose, objectives, a description of how you plan to accomplish your objectives, a schedule of activities (time-table), and an evaluation plan. In addition, please develop a bibliography of materials and references that helped you in preparing the project report and/or a bibliography of materials and references that you would like to utilize with the project on the job.

Project Suggestions.

1. Suggested for the new or beginning adult education teacher is the design of a teaching plan for the first month on the job. This will probably include many of the following ideas:

   a. How to set up the classroom environment--chair arrangements, coffee arrangements, smoking arrangements, classroom appearance etc.

   b. How do you recruit adult students?

   c. How do you motivate adult students?

   d. What kind of contact does an adult education teacher have with students outside the classroom?

   e. What happens during a student's very first night in class?

   f. How do you assess the needs of an adult student?

   g. Where do testing and counseling come into the picture?

There are many library and other materials available to help with this suggestion, plus the information presented during the workshop should be very useful.

2. Suggested for the adult education teacher with some teaching experience is the development of a plan to introduce some new or to rearrange some existing portion of the curriculum for the classroom. Please include an analysis of how the new part will fit into the total classroom curriculum. The consultants available during the two weeks, the various individualized learning kits, and the many library resources should be very valuable in developing a project according to this suggestion.

3. Suggested for the person who is involved in administering adult education programs is the development of a plan on how adult education can be upgraded in the particular agency involved.

4. As suggested on the workshop rationale sheet, a variety of additional options are open.

BASIC EDUCATIONAL MEDIA WORKSHOP WORKSHEET

Name:_____

You are to complete each of the materials production and equipment operation skills listed below. Instructions are included for the completion of each skill. Additional information regarding each skill may be found on the booklet page numbers indicated in parentheses. Consultants will be available to assist you. Have a consultant initial each assignment as you complete it.

A. MATERIALS PRODUCTION SKILLS

____Rubber Cement Mounting (Wet Method) (Green-pg. 2)	.....Trim Picture, Place on mounting board for Guidelines. Brush Cement on Entire Picture Back & Board, Let Dry. Adhere picture According to Guidelines, Press Flat.
____Dry Mounting (Tissue sht. Adhesion) (Green-pg. 8)	.....Preheat Picture & Mounting Board. Tack Tissue to Back of Picture, Trim. Tack Tissue to Board. Insert in Press (5sec.), Remove.
____Laminating (Protective Covering) (Green-pg. 11)	.....Wrap Lamination Film Around Mounting, Cut. Stretch Tight, Tack Corners to mounting. Insert in Press (20-40sec.), Remove, Trim.
____Laminate (Green-pg. 14)	.....A Picture or Flash Cards using the Laminator. Push Green Button, Insert Picture, Push White Button, Tear Off, Trim to 1/8".
____Poster Display (Buff-pg. 10)	.....Draw or Trace an Image onto Poster Board, (Use Opaque Proj. for Enlargement). Add necessary Art Work & Lettering.
____Display Easel (Buff-pg. 12)	.....Prepare Pattern on 8½x11 paper, Trace onto Srap board, Cut Leaving Notches. Score and Fold or Tape 2 sides together.
____Acetate Transparency (Markings on Plain Plastic (Pink-pg. 6)	.....Draw or Trace an Image & Add Freehand Lettering on Acetate sheet. View on Overhead Proj. (Use Felt Tip Pens, Grease Pencils, or Adhesive Color sheets.)
____Thermo-Transparency (Based on Carbon Content) (Pink-pg. 8)	.....Prepare Layout on Paper: Clip Items from Paper or Magazine for inclusion in Design, Add Art Work & Leroy or Wrico Lettering. Run Through Thermofax Copier--Film on Top.
____Diazo Transparency (Based on Opaque-ness) (Pink-pg. 11)	.....Prepare Layout on Translucent Paper: Cut Images from Opaque material (contruction paper & Paste-up. Add Art work & Leroy or Wrico Lettering. Place on Top of Film Inside Printe Expose, Remove & Insert in Ammonia Jar. View on Overhead Projector

____Lift Process Transparency... (Must be Clay-Based Paper) (Pink-pg. 13) — Laminate 2 pictures Back to Back, Trim. Laminate 2nd time, Trim Apart. Soak Pictures in Water, Peel Off Paper. Clean & Rinse Film, Dry. Lamin. Each Separately a 3rd time.

____Photographic Copywork..... (Blue-pg. 6) — Select Pictures from Book or Magazine or prepare Paste-ups to Make Two 2x2" Slides using Camera & Copy Stand.

____Write-On Slides..... — Prepare 2 Slides by Drawing & Lettering Directly onto 2x2" Write-on slides using Pen, Pencil, Felt-tip, India Ink. Arrange & Project in Carousel Projector.

____Write-On Filmstrip..... — Prepare some Frames for a Filmstrip by Drawing & Lettering Directly onto Stripped 35mm Film using Felt-tip, Grease Pencil, Crayons, India Ink. Project in Filmstrip Projector.

B. EQUIPMENT OPERATION SKILLS

(Refer to the Self-Instructional Booklets or the Equipment Manual handout for addittional information.)

____Filmstrip Projector..... (Equip. Manual-pg. 2) (Self-Instructional Booklet) — Load Film, Focus & Frame Image. Advance to End, Remove & Rewind Film.

____Carousel Slide Projector.... (Self-Instructional Booklet) — Load Tray with Several Slides, Place on Projector. Project & Focus Image, Advance, Reverse, Remove Tray, Remove Slides.

____16mm Movie Film Projector... (Equip. Manual-pg. 6) — Place Reels in Position. Thread & Project Film, Make necessary Adjustments. Rewind Film, Remove reels.

____Audio Tape Recorder..... (Equip. Manual-pg.16) — Use Record Player with Patch Cord Plugged to Tape Recorder to Prepare Tape. Use Mic to Record Name, Organization, & Script. Dub Part of the Record.

____Video Tape Recorder..... (Equip. Manual-pg. 22) — Team with Another Person: Thread Tape, Record Picture & Sound, Rewind, Playback, Make necessary Adjustments. Rewind & Remove Tape.

____Super 8mm Cartridge Proj.... — Load Cartridge, Turn On, Make necessary Adjustments. Turn Off, Remove Cartridge. (View the Materials Production Films)

BASIC EDUCATIONAL MEDIA WORKSHOP WORKSHEET

Name:_____

You are to complete each of the materials production and equipment operation skills listed below. Instructions are included for the completion of each skill. Additional information regarding each skill may be found on the booklet page numbers indicated in parentheses. Consultants will be available to assist you. Have a consultant initial each assignment as you complete it.

A. MATERIALS PRODUCTION SKILLS

____	Rubber Cement Mounting (Wet Method) (Green-pg. 2)	Trim Picture, Place on mounting board for Guidelines. Brush Cement on Entire Picture Back & Board, Let Dry. Adhere picture According to Guidelines, Press Flat.
____	Dry Mounting (Tissue sht. Adhesion) (Green-pg. 8)	Preheat Picture & Mounting Board. Tack Tissue to Back of Picture, Trim. Tack Tissue to Board. Insert in Press (5sec.), Remove.
____	Laminating (Protective Covering) (Green-pg. 11)	Wrap Lamination Film Around Mounting, Cut. Stretch Tight, Tack Corners to mounting. Insert in Press (20-40sec.), Remove, Trim.
____	Laminate (Green-pg. 14)	A Picture or Flash Cards using the Laminator. Push Green Button, Insert Picture, Push White Button, Tear Off, Trim to 1/8".
____	Poster Display (Buff-pg. 10)	Draw or Trace an Image onto Poster Board, (Use Opaque Proj. for Enlargement). Add necessary Art Work & Lettering.
____	Display Easel (Buff-pg. 12)	Prepare Pattern on 8½x11 paper, Trace onto Srap board, Cut Leaving Notches. Score and Fold or Tape 2 sides together.
____	Acetate Transparency (Markings on Plain Plastic) (Pink-pg. 6)	Draw or Trace an Image & Add Freehand Lettering on Acetate sheet. View on Overhead Proj. (Use Felt Tip Pens, Grease Pencils, or Adhesive Color sheets.)
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____	Diazo Transparency (Based on Opaque-ness) (Pink-pg. 11)	Prepare Layout on Translucent Paper: Cut Images from Opaque material (contruction paper & Paste-up. Add Art work & Leroy or Wrico Lettering. Place on Top of Film Inside Printe Expose, Remove & Insert in Ammonia Jar. View on Overhead Projector.

____Lift Process Transparency... (Must be Clay-Based Paper) (Pink-pg. 13)	Laminate 2 pictures Back to Back, Trim. Laminate 2nd time, Trim Apart. Soak Pictures in Water, Peel Off Paper. Clean & Rinse Film, Dry. Lamin. Each Separately a 3rd time.
____Photographic Copywork..... (Blue-pg. 6)	Select Pictures from Book or Magazine or prepare Paste-ups to Make Two 2x2" Slides using Camera & Copy Stand.
____Write-On Slides.....	Prepare 2 Slides by Drawing & Lettering Directly onto 2x2" Write-on slides using Pen, Pencil, Felt-tip, India Ink. Arrange & Project in Carousel Projector.
____Write-On Filmstrip.....	Prepare some Frames for a Filmstrip by Drawing & Lettering Directly onto Stripped 35mm Film using Felt-tip, Grease Pencil, Crayons, India Ink. Project in Filmstrip Projector.

B. EQUIPMENT OPERATION SKILLS

(Refer to the Self-Instructional Booklets or the Equipment Manual handout for addittional information.)

____Filmstrip Projector..... (Equip. Manual-pg. 2) (Self-Instructional Booklet)	Load Film, Focus & Frame Image. Advance to End, Remove & Rewind Film.
____Carousel Slide Projector.... (Self-Instructional Booklet)	Load Tray with Several Slides, Place on Projector. Project & Focus Image, Advance, Reverse, Remove Tray, Remove Slides.
____16mm Movie Film Projector... (Equip. Manual-pg. 6)	Place Reels in Position. Thread & Project Film, Make necessary Adjustments. Rewind Film, Remove reels.
____Audio Tape Recorder..... (Equip. Manual-pg.16)	Use Record Player with Patch Cord Plugged to Tape Recorder to Prepare Tape. Use Mic to Record Name, Organization, & Script. Dub Part of the Record.
____Video Tape Recorder..... (Equip. Manual-pg. 22)	Team with Another Person: Thread Tape, Record Picture & Sound, Rewind, Playback, Make necessary Adjustments. Rewind & Remove Tape.
____Super 8mm Cartridge Proj....	Load Cartridge, Turn On, Make necessary Adjustments. Turn Off, Remove Cartridge. (View the Materials Production Films)

UNIVERSITY OF NEBRASKA

UNIVERSITAS NEBRASKENSIS

LITERIS DEDICATA ET OMNIBUS ARTIBUS

FEB. 15, 1869.

This is to certify that

_____

has successfully completed an Adult Education Teacher Training Workshop in Scottsbluff, Nebraska.

June 16-27, nineteen hundred seventy-five.

Leonard R. Hill
Director, Adult Edcation
State Dept. of Education, Ne.

Roger Hemsta
Workshop Coordinator
Dept. of Adult Education UNL

JOHN LEWIS
Workshop Facilitator
Community Education
Nebraska Western College